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ABSTRACT

Activities of the South Carolina Commission on Higher Education during the 1986-1987 fiscal year are reported, with attention to: academic programs, student financial aid programs, the state higher education desegregation plan, licensing of nonpublic institutions, the Computer Advisory Committee, college facilities, state appropriations for specific colleges and universities, Commission expenditures by function, and capital funds provided by the state government for specific public colleges and universities. The major functions of the Commission are also briefly described. New degree and nondegree programs that were approved from July 1986 through June 1987 are identified by institution. The members of consultant teams that evaluated education programs and programs in engineering and engineering technologies are listed, and overviews of the consultants' findings are provided. Associate degree programs that were terminated and new programs that were approved are also identified. Information is provided on: types of student financial aid, goals of the state desegregation plan and the 1986-1987 budget for the plan, and enrollment of black undergraduates at public institutions. (SW)

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Commissioner

TELEPHONE
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December 31, 1987

TO: His Excellency, Governor Carroll A. Campbell, Jr.,
and the Members of the South Carolina General Assembly

On behalf of the South Carolina Commission on Higher Education, I have the honor to transmit herewith its Annual Report, which outlines the activities of the Commission and its staff during the 1986-87 fiscal year ending June 30, 1987. The Commission appreciates the support and cooperation which it has received from other agencies of State Government, and looks forward to the continuation of our mutual efforts to improve the quality of postsecondary education in South Carolina.

Respectfully yours,

Fred R. Sheheen

Fred R. Sheheen

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INTRODUCTION

The South Carolina Commission on Higher Education was established by Act 194 of the 1967 General Assembly as the agency responsible for the coordination of higher education in the State. Act 410 of 1978 restructured the Commission and added a number of new responsibilities.

The primary concern of the Commission as a coordinating body is to achieve more effective and efficient programs and services at the State's institutions of higher learning. The functions of the Commission are determined by the General Assembly and include the following:

1. To develop and annually review the South Carolina Master Plan for Higher Education.

2. To make recommendations, through data collection, research, and studies, to the Governor, the Budget and Control Board, and the General Assembly regarding policies, roles, operations, and structure of South Carolina's institutions of higher education.

3. To review the annual appropriation requests and capital improvement requests of the State-supported institutions of higher education and submit recommendations to the Budget and Control Board and the General Assembly.

4. To develop and annually review and refine the Appropriation Formula for Continuing Operations.

5. To approve new degree programs before they are initiated by State-supported institutions of higher education and, with the assistance of out-of-State consultants, to review and evaluate existing degree programs.

6. To develop and maintain a computerized management information system.

In addition to these major functions, the Commission is charged with monitoring and evaluating the progress of the institutions in implementing the State Higher Education Desegregation Plan; with licensing non-public educational institutions to operate in or award degrees in South Carolina; with developing a program of "Quality Improvement Initiatives" at the public and private institutions in the State; with administering the State's participation in various programs and activities of the Southern Regional Education Board; with administering certain federal higher education programs when funded; and with providing liaison with other State, regional, and national higher education organizations and agencies.

ACADEMIC PROGRAMS

The Commission on Higher Education regularly acts on proposals for new programs and evaluates the quality of existing programs. The Commission inaugurated in 1980 a system of reviews of existing degree programs both to improve quality and to eliminate unnecessary duplication in the institutions.

Review of New Programs

To help ensure that new programs will be of high quality the Commission continues to require that the public institutions justify the need for new programs, as well as provide specific information on curriculum, students, faculty, physical facilities and equipment, library resources, and funding. These factors are examined carefully by the Commission before action is taken on a proposed program.

New Programs Approved

In the period July 1, 1986, through June 30, 1987, the Commission approved the following new programs:

Degree	Major	Institution
Doctoral		
Ph.D.	Social Work	USC-Columbia
Master's		
M.S.	Building Science	Clemson
M.B.A.	Business Administration	Francis Marion
M.	Taxation	USC-Columbia
M.E.R.M.	Earth Resources Management	USC-Columbia
Baccalaureate		
B.A.	Sociology	USC-Aiken
B.A.	Music with a Concentration in Merchandising	S.C. State
B.S.	Sport Administration	USC-Columbia
B.S.	Chemistry	USC-Aiken
B.A.	Language & International Trade	Clemson
B.A.	Philosophy	Clemson
B.F.A.	Visual Studies	Clemson
B.L.A.	Landscape Architecture	Clemson
A.A.	Music Performance	S.C. State
A.C.T.	Telecommunications Systems Management	Midlands T.C.
A.E.T.	Electronics Engineering Technology	Sumter T.C.
Associate		
A.H.S.	Nursing	Piedmont T.C.
A.B.T.	Culinary Arts Technology	Trident T.C.
A.Bus.	Hotel, Motel, Restaurant Management	Trident T.C.

A.B.T.	Legal Assistant	Trident T.C.
A.I.T.	Aircraft Maintenance Technology	Greenville T.C.
A.E.T.	Manufacturing Engineering Technology	Greenville T.C.
A.H.S.	Respiratory Therapy	Spartanburg T.C.
A.H.S.	Secretary Science (Medical Secretary Option)	Spartanburg T.C.
A.H.S.	Occupational Therapist Assistant	Trident T.C.
A.H.S.	Physical Therapist Assistant	Trident T.C.
A.E.T.	Automated Manufacturing Technology	Trident T.C.
A.H.S.	Emergency Medical Technology	Trident T.C.
A.Bus.	Marketing	Aiken T.C.
A.Bus.	Legal Assistant	Beaufort T.C.
A.A.	Arts (at Correctional Facilities)	Midlands T.C.
A.P.S.	Criminal Justice (at Ft. Jackson)	Midlands T.C.
A.I.T.	Industrial Electronics Technology (Automated Manufacturing Option)	Spartanburg T.C.
A.Bus.	Management (at Ft. Jackson)	Midlands T.C.

Non-Degree

National Dropout Prevention Center	Clemson
Rural Education Center	USC-Columbia
Center for Engineering Ceramics Manufacturing	Clemson
Center for Computer Communication Systems	Clemson
Cancer Research Center	MUSC
Molecular Genetics and Structural Biology	MUSC
Greenville Higher Education Consortium	USC-Columbia, MUSC, and USC-Spartanburg
Education Policy Center	USC-Columbia
Regional Science Education Center	USC-Aiken
Economic Enterprise Institute	USC-Aiken
Center for Home Economics Research	Winthrop
Certificate of Graduate Study in School Health Education	USC-Columbia

Review of Existing Programs

The purpose of the Commission's review of existing programs is threefold: to identify programs of special excellence, to identify programs which may be in need of strengthening, and to assist in determining whether any apparent duplication of programs should be continued. The Commission has been conducting evaluations of existing programs in the public institutions in our State since 1980.

Reports from six consultant teams evaluating education programs were presented to the Commission. In addition, the Commission conducted reviews of all undergraduate and graduate programs in engineering and engineering technologies, mathematics, and computer science. The

engineering report was presented to the Commission in spring 1986. The reports for mathematics and computer science programs will be presented to the Commission in fall 1987.

Education. Including certification areas, over 370 programs in 11 public institutions were reviewed. These included 17 doctoral, 12 specialist's, 127 master's, and 62 bachelor's degrees.

The consultants who evaluated graduate and undergraduate programs in education were divided into six teams as follows:

Elementary Education and Early Childhood Education

Dr. Dennis Gooler, Team Chairman
Dean, College of Education
Northern Illinois University
Dekalb, Illinois

Dr. Kathleen Grace Amershek
Associate Professor
Department of Early Childhood and Elementary Education
University of Maryland
College Park, Maryland

Dr. Dianne Griswold
Coordinator, Early Childhood Education
Auburn University at Montgomery
Montgomery, Alabama

Administration, Personnel, Guidance and Counseling, Reading, and School Psychology

Dr. Ann B. Meyer, Team Chairman
Associate Dean
The Graduate School
University of Wisconsin at Milwaukee
Milwaukee, Wisconsin

Dr. Ralph Kimbrough
Professor Emeritus
Department of Administrative Leadership
University of Florida
Gainesville, Florida

Dr. Betty Yarborough
Eminent Professor
Department of Curriculum and Instruction
Old Dominion University
Norfolk, Virginia

Curriculum, Instruction, Testing and Research

Dr. Robert Lee Linn, Team Chairman
Professor
Department of Educational Psychology
University of Illinois
Champaign, Illinois

Dr. Philip Wesley Jackson
Professor
Department of Education
University of Chicago
Chicago, Illinois

Special Education

Dr. Harold W. Heller, Team Chairman
Dean, College of Education and Applied Professions
University of North Carolina at Charlotte
Charlotte, North Carolina

Dr. Ann J. Covington
Academic Dean
Tougaloo College
Tougaloo, Mississippi

Dr. William L. Heward
Professor, Department of Human Services Education
Ohio State University
Columbus, Ohio

Dr. Eleanore Claire Westhead
Associate Professor
Department of Special Education
University of Virginia
Charlottesville, Virginia

K-12 Programs: Art, Music, Health, and Physical Education

Dr. George L. Duerksen, Team Chairman
Chairman, Department of Music Education
University of Kansas
Lawrence, Kansas

Dr. Floyd W. Coleman
Chairman, Art Department
Jackson State University
Jackson, Mississippi

Dr. Stanley Madeja
Dean of Performing and Visual Arts
Northern Illinois University
DeKalb, Illinois

Dr. Rosemary McGee
Professor, School of Health, Physical Education, Recreation, and Dance
University of North Carolina at Greensboro
Greensboro, North Carolina

Dr. Daryl Seidentop
Professor, Physical Education Department
Ohio State University
Columbus, Ohio

Secondary Education

Dr. Frank X. Sutman, Team Chairman
Dean, School of Education
Fairleigh-Dickinson University
Teaneck, New Jersey

Dr. Thomas Bibler
Director of Student Teaching
University of Tennessee at Chattanooga
Chattanooga, Tennessee

Dr. Joyce R. Bickerstaff
Associate Professor
Vassar College
Poughkeepsie, New York

Dr. Dwight L. Burton
Professor of English Education
Florida State University
Tallahassee, Florida

Dr. David Phillip Butts
Professor and Chairman, Department of Science Education
University of Georgia
Athens, Georgia

Dr. Earnest Dees
Professor and Chairman, Department of Secondary Education
Alabama A & M University
Normal, Alabama

Dr. Kenneth E. Easterday
Department of Secondary Education
Auburn University
Auburn, Alabama

Dr. Davesene W. Lawson
Chairman, Department of Business Education
North Carolina Central University
Durham, North Carolina

Dr. Jerry R. Moore
Associate Professor of Education
University of Virginia
Charlottesville, Virginia

The education review was presented to the Commission at its May 7, 1987, meeting. For degree granting programs, the Commission gave full approval to 15 doctoral, 11 specialist's, 102 master's, and 51 bachelor's degrees. Pending submission of additional information, completion of specific programmatic changes recommended by the consultants, or further study requested by the Commission, provisional approval was granted to two doctoral, one specialist's, 19 master's, and 10 bachelor's degree programs. Two degree programs and a total of five options or tracks offered within three other degree programs were recommended for termination. A significant percentage of programs granted provisional approval were programs in secondary education. The Commission requested that the institutions conduct analyses of enrollment patterns in these programs and certification areas to determine whether some of the tracks may no longer be viable.

There is much that is positive in the education reports. The commitment, teaching skills, and energy of the faculty are praised. Numerous programs are identified as undergoing desirable and positive curriculum revisions and transformations. The institutional responses to the report are also encouraging in that, at several institutions, action already has been taken in response to specific recommendations made by the consultants. Four programs at USC-Columbia were singled out by the consultants for commendation for regional or national excellence. These are the M.A. and Ph.D. in School Psychology and the Certificate/B.A./B.S. and M.A. in Art Education.

However, the education report made clear that existing programs need to be further strengthened. Therefore, the Commission imposed a three-year moratorium on new program proposals in education, unless these are specifically linked to recommendations made by the consultants, so as to afford the institutions the opportunity of enhancing the quality of existing programs prior to diverting resources to support additional new programs.

The Commission also required an annual report for each of the next three years from each institution detailing the responses it has made to address the problems cited in each of 11 areas of concern identified by the consultants. Although criticisms in these areas may not apply equally to all institutions or to all programs at any given institution, the Commission judged the following to be significant enough to require additional institutional attention:

1. Across the many programs, the curricula are generally found to be sound although occasionally in transition and undergoing desirable change in some institutions. One major exception pertains to the preparation of new and current teachers to use emerging learning technologies such as microcomputers. For the most part, the curricula simply do not provide enough experience involving such technology.

2. While the dedication and enthusiasm of education faculty are generally evaluated positively, the evaluators express some concern about faculty isolation, research, and scholarship. Numerous variables must be brought to bear on this complex question, including professional development and travel resources, and the interrelationship of teaching,

advising, and scholarship demands. In the view of the consultants, graduate faculty and graduate programs, even when offered in colleges that see their primary mission as being teaching, have an obligation to encourage and support faculty research and scholarship through equitable teaching loads, financial support, graduate and research assistants, and library and computer resources.

3. At both the graduate and undergraduate level, another criticism pertains to several programs that are staffed by one or two faculty members. In some cases, despite the best and most energetic of efforts, this situation leads to overburdened faculty who are incapable of adequately supervising practica and clinics, advising all the students, and conducting research. (In some cases, programs rely to excess on adjunct faculty.) The consultants concur that sufficient diversity of perspective is not available in one- or two-faculty member programs.

4. The evaluators suggest that the issues of faculty loads and rewards deserve careful attention. For education faculty, the traditional patterns and mechanisms of loading and reward are complicated by the fact that field based service activities, which range from involvement in the affairs of the public schools to travel time to off-campus teaching sites, to supervision of student teachers, are particularly heavy for education faculty. As they try to respond to the needs of the field, the faculty may find themselves penalized at home because of the ways in which field service is "counted" in the institution's reward structure or considered (or not considered) in assigning teaching loads.

5. The consultants note frequently that while faculty members on one campus express considerable interest about the activities of faculty on other campuses in the State, there is relatively little networking among programs across different campuses. The consultants suggest that the quality of programs and services offered by each campus could be greatly enhanced if better mechanisms could be found to permit faculty to interact more with each other through teleconferencing, statewide conferences, or the like. More coordination and collaboration and less competition among programs is desirable, in the view of the consultants.

6. The reviewers note that, for the most part, the programs are adequate in nature but few are truly outstanding. Some of the reviewers suggest that South Carolina has opted for too many undistinguished programs based on arguments for geographical convenience. The reviewers express a preference for fewer and higher quality programs that can be well-supported and well-enrolled. A number of programs which have low enrollments are identified as being neither programmatically nor fiscally viable.

7. Some of the reports also suggest that the quality of master's degrees offered is dubious in that the programs are basically certification-oriented in their content, in some instances commingle pre- and in-service teachers, and generally do not require prerequisites for entry to offset undergraduate deficiencies.

8. Some of the consultants suggest that practica requirements are minimal. One suggests that the various programs attempt to meet minimal State Department of Education requirements rather than develop what would be optimal practica experiences. High faculty-student ratios and heavy teaching loads are pointed out as resulting in less than adequate faculty monitoring and supervision of practica and clinical requirements.

9. The reviewers consistently express concern about the low enrollments of black students in education programs. They also note the limited employment of minority faculty. To a lesser degree, they note the underrepresentation of female faculty members.

10. Several reports suggest that the admission criteria currently in use for education programs are minimal. In some programs, the consultants note that virtually all students who apply are admitted. Some clearly feel that the State has opted for quantity rather than quality of programs and students.

11. Finally, the reports make clear that education programs have a variety of serious resource needs that are not being addressed adequately through internal allocation of resources. Frequently cited resource needs include additional full-time faculty members, stronger library collections, adjustments in teaching loads, additional funds for faculty professional development and research, and more competitive stipends for graduate assistants.

Engineering and Engineering Technologies. Fifty-one programs in five public institutions in engineering and engineering technologies were reviewed by a team of eight consultants which conducted its on-site visits on November 10-12, 1986. Programs reviewed included 14 doctoral, 17 master's, and 20 bachelor's degrees. Graduate programs in engineering were reviewed in 1980-81; the 1986-87 review included graduate as well as undergraduate programs.

Members of the engineering review team were as follows:

Dr. Joseph C. Hogan, Team Chairman
Director of Engineering Research
Georgia Institute of Technology
Atlanta, Georgia
and
Dean Emeritus
College of Engineering
University of Notre Dame
Notre Dame, Indiana

Dr. Winfred O. Carter
Chairman and Professor
College of Engineering
FAMU/FSU
Tallahassee, Florida

Dr. Richard Denning, Chairman
Engineering Technology Department
University of Central Florida
Orlando, Florida

Mr. Roland Emery, Chairman
Electrical Engineering
Technology Department
Indiana/Purdue University
Ft. Wayne, Indiana

Dr. John W. Prados, Vice President
Academic Affairs and Research
University of Tennessee
Knoxville, Tennessee

Dr. Harriett B. Rigas, Chair
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and Computer Engineering
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Dr. Leighton E. Sissom
Dean of Engineering
Tennessee Technological Institute
Cookeville, Tennessee

Dr. Richard M. Spriggs
Senior Staff Officer
National Research Council
Washington, D.C.

In accordance with the recommendations of the consultants, the Commission granted provisional approval to one program and full approval to the remainder. The consultants noted that engineering programs in South Carolina confront a number of the crisis factors facing engineering education on the national scene though only the last two factors seem to be common weaknesses in most programs in the State. According to the consultants, these include:

"1) Burgeoning undergraduate enrollments that have caused overcrowding in classrooms and laboratories.
2) Leveling of graduate enrollment of U.S. citizens while enrollments of foreign nationals are increasing and now stand at approximately 42% of the total doctoral level.
3) Shortage of faculty, with an estimate of 1,200 to 1,600 unfilled positions at this time and possibly up to 5,000 additional faculty positions needed to restore 1970 student-faculty ratios.
4) Demand for engineering graduates in several fields far greater than the supply.
5) Women and minorities still not adequately represented in the engineering profession.
6) Facilities and equipment in engineering colleges inadequate and outmoded."

Throughout the report, the consultants note that the State has not developed programming in engineering to the point where programs are needlessly duplicative, although a number of comments are made to the effect that no new engineering programs should be approved in existing areas (e.g., mechanical, civil, electrical). The consultants note, specifically with respect to similar programs offered at USC and Clemson, that the State is a long way from producing the engineers it needs and that engineering programs may be viewed as investments in the economy of the State whose technological progress depends upon engineers. In short, they put to rest the notion that the two graduate programs in engineering constitute unwarranted duplication. A similar conclusion was reached by the Commission's 1980-81 engineering consultants.

Annual Review of Two-Year Programs in Public Institutions

In accordance with the provisions of the Master Plan, the Commission annually reviews all programs leading to the associate degree. Data on enrollments, graduates, and placements are collected for all such programs which have been in existence for three or more years. Programs which fail to meet minimum criteria must be suspended, cancelled, or placed on probation unless their continuation is justified to the Commission in writing. No such program may be continued or probation or remain under suspension for more than three years.

During the 1986-87 academic year, data on 262 approved associate degree programs in 26 institutions were evaluated. Of these programs 205 met all criteria and were continued in good standing, seven did not meet all criteria but written justification was provided for their continuation, 30 were placed on probation, 11 were placed on suspension, and nine were cancelled. Associate degree programs terminated in 1986-87 are listed below:

Associate Degree Programs Terminated in 1986-87

Institution	Degree	Program
Florence-Darlington T.C.	A.E.T.	General Engineering
Midlands T.C.	A.Ag.	Horticulture
Midlands T.C.	A.E.T.	Nuclear Engineering
Midlands T.C.	A.Bus.	Insurance Management
Midlands T.C.	A.Bus.	Real Estate Management
Orangeburg-Calhoun T.C.	A.E.T.	General Engineering
Sumter T.C.	A.I.T.	Radio and TV Broadcasting
Trident T.C.	A.H.S.	Dental Assisting
Trident T.C.	A.H.S.	Opthalmic Technician

Education Improvement Act of 1984

Two important provisions of the Education Improvement Act of 1984 impact higher education. These are a loan program for prospective teachers and a contract program to encourage the development of "centers of excellence" in teacher training in private and public colleges.

The Teacher Loan Program was developed and began operating in 1985. The program is designed to attract well-qualified students to become certified teachers in South Carolina in areas of critical need. The program provides for loan cancellation if the borrower becomes certified and teaches in an area of critical need as defined annually by the State Board of Education. Currently, math, science, and library science at the secondary level constitute critical subject areas while 70 percent of the school districts are designated as critical geographic areas. During 1986-87 awards totaling $1,776,234 were made to 877 recipients.

The Education Improvement Act of 1984 also provided for the establishment of a program whose purpose is to foster the development of "centers of excellence" in teacher training in public and private colleges. The Commission developed and approved guidelines for this program and invited proposals. Eleven proposals were submitted and the Commission approved projects for 1986-87 as follows:

Institution	Title	Award Amount
USC-Columbia	Earth Science Education	74,759
USC-Spartanburg	Elementary School Science	101,600
Clemson University	Math and Advanced Placement	182,230
Furman University	Teachers of Low Achieving Students	41,411

Education for Economic Security Act

Title II of the Education for Economic Security Act of 1984 (PL 98-377) provides for allocations to the states to improve the teaching of mathematics, the sciences, computer sciences, and foreign languages. Eight proposals were submitted under Part I of the Act to develop inservice and retraining programs for teachers in mathematics, the priority need area identified from a State needs assessment. Three proposals were submitted under Part II of the Act to improve student understanding and performance in foreign languages. The Commission approved projects for the 1986-87 project year as follows:

Part I: Competitive Grants

Institution	Title	Award Amount
The Citadel	Middle and High School Math Certification	$ 36,138
Morris College	Institute in Math Teaching, Elementary	8,700
USC-Columbia	Math and Technology Teaching Skills, K-3	58,894
USC-Spartanburg	Math Problem Solving	30,099

Part II: Cooperative Demonstration

Institution	Title	Award Amount
Clemson University	Foreign Language in Elementary and Secondary Education	$ 27,800

STUDENT FINANCIAL ASSISTANCE PROGRAMS

The Commission on Higher Education continues to be involved in several programs which help South Carolina residents meet the costs of postsecondary education.

Contracts for Services, offering South Carolina residents the benefit of reduced tuition and fees and also the benefit of a number of reserved spaces in specific academic programs not available in South Carolina, are provided through contract with the Southern Regional Education Board (SREB). The State has such contracts in force for students of veterinary medicine at Tuskegee Institute (Alabama) and at the University of Georgia, and for students of optometry at Southern College of Optometry in Memphis and at the University of Alabama in Birmingham. A summary of 1986-87 contracts and awards is given below:

Summary of SREB Contracts and Awards, 1986-87

Field	Number of Students	State Obligation
Veterinary Medicine	75	$577,500
Optometry	16	89,250
Total	91	$666,750

Academic Common Market (ACM) is coordinated by the Southern Regional Education Board and allows for the interstate sharing of educational programs and facilities. Since its inception in 1974, South Carolina residents have participated in the ACM. This interstate agreement among 14 states affords State residents access to programs not offered in South Carolina, or programs that are unique in focus to those offered in the State without having to pay an out-of-state differential.

Currently, State residents have access to approximately 70 undergraduate degree programs and 130 graduate degree programs through the ACM. In the current year, 52 State residents were certified to participate in the ACM representing a substantial increase over the 44 State residents certified in the preceding year. The number of residents participating in the ACM can reasonably be anticipated to continue to increase as a result of the Commission's and SREB's efforts to better publicize the program and on account of the continued uncertainty of funding levels for federal student assistance programs.

Tuition Aid Agreement with the North Carolina School of the Arts. In 1984 the Committee on Arts and Education of the Governor's Task Force on the Arts requested that the Commission explore possibilities by which talented State residents who wished to attend the North Carolina School of the Arts (NCSA) might be aided financially by the State. The NCSA, established in 1965, is a conservatory devoted exclusively to the performing arts. Programs at both high school and college levels are offered.

The General Assembly, in the Appropriation Act for 1984-85, directed the Commission to enter into a Tuition Aid Agreement with NCSA, whereby the State, through the Commission, would reimburse NCSA for the out-of-state differential in tuition for South Carolina residents enrolled both at secondary and collegiate levels.

During 1986-87, the contractual arrangement providing for study at the collegiate level with the NCSA was discontinued. The arrangement to allow residents to participate at the secondary level was maintained. During this period, 11 residents participated in the program. The State expended approximately $12,000 to defray the out-of-state costs to program participants.

"Other Race" Grants. The Commission developed the "Other-Race" Grants program in 1985. This program provides grants of up to $1,000 each to residents of the State who are members of a minority race at the institution attended. Eligible institutions are: The Citadel, Clemson University, College of Charleston, Francis Marion College, Lander College, Medical University of South Carolina, South Carolina State College, USC-Columbia, USC-Spartanburg, Winthrop College, and Denmark Technical College. The "Other-Race" Grants program is funded through the Desegregation Plan.

The rationale for implementing this program was that research shows that financial aid is an effective means to encourage "other-race" attendance. In 1985-86 the program was funded at the level $60,000. This amount was substantially increased in 1986-87 to $200,000.

The Graduate Incentive Fellowship (GIF) was designed to provide fellowships to residents of the State who are members of the minority race at the institution to be attended, and who are enrolled as full-time students in specified graduate or professional programs at State institutions. The GIF Program was initiated with desegregation funds and operated for its fourth year in 1986-87. The program was funded at $500,000 for the 1986-87 period.

The program provided funds in the amount of $5,000 to master's level "other-race" students at State colleges and universities, and $10,000 to doctoral students.

The South Carolina Defense Scholarship Fund, administered by the Commission, plays an important role in the participation of State-supported institutions in the National Direct Student Loan Program, the Nurse Loan Program, and the Health Professions Loan Program. The Federal Government established these three loan programs and provides each year 90% of the "new" money for long-term, low-interest loans which participating institutions make directly to their eligible students. In order to participate as a lender in one or more of the programs, an institution is required to contribute to the loan funds on its campus one-tenth of the amount provided by the federal government. The South Carolina Defense Scholarship Fund usually helps provide the required

matching funds for State-supported institutions. For FY 1986-87, however, no funds were appropriated for the Fund. The institutions, therefore, were required to provide the necessary match from other sources.

Three programs of student financial assistance in which the Commission on Higher Education is not directly involved are the Teacher Loan Program, the Tuition Grants Program, and the South Carolina Guaranteed Loan Program. Each of these programs is a significant contributor to the total financial aid available to residents of South Carolina, and a summary of State-assisted student financial aid programs would not be complete without reference to them.

A provision of the Education Improvement Act of 1984 authorized the development of the South Carolina Teachers Loan Program. The program is administered through the South Carolina Student Loan Corporation. The purpose of the program is to encourage academically talented persons to enter the teaching profession and to supply teacher shortages in critical subject areas: math, science, and library science. The program is also intended to supply teachers in critical geographic areas, which currently includes nearly 70% of the State's school districts.

Undergraduate students may borrow up to $2,500 per year. Graduate students may borrow up to $5,000 per year. The loans may be cancelled upon receipt of certification and by teaching over a five-year period in a critical subject or geographic area. A total of 877 awards totaling $1,776,234 were made to students enrolled in education programs in 1986-87.

Through the Tuition Grants Program, State residents electing to attend any eligible non-public colleges within the State may receive grants if they demonstrate financial need and if their academic records are satisfactory. Grants to qualified residents ranged up to $3,000 per year, with the average award being $2,095. Since the program's inception in 1974-75, the average award has increased by 70%, compared to an increase in college costs of 207% over the same period.

During the 1986-87 academic year, 7,795 grants totaling $16,379,163 were provided to eligible students, as compared to 7,412 grants totaling $15,450,804 during 1985-86. Of the total, $786,324 was made available from federal funds through the State Student Incentive Grant Program (SSIG), a federal program designed to encourage states to initiate or expand their own grant programs. Students at the public postsecondary institutions in South Carolina, and at non-public institutions not participating in the Tuition Grants Program, received federal SSIG funds in 1986-87. A total of $3,055 was initially allocated to those institutions by the Tuition Grants Committee, which administers the SSIG Program in South Carolina, but $945 of the total was not matched by the institutions and reverted to the Tuition Grants Program.

The South Carolina Guaranteed Student Loan Program (GSL) is administered by the South Carolina Student Loan Corporation. The 1986-87 GSL volume showed an increase compared to 1985-86. In the preceding year, 12,954 loans totaling $25,257,883 were made compared to 14,109 totaling $26,806,591 for 1986-87. Since the inception of the program, approximately $83 million has been loaned to South Carolina residents attending eligible institutions, both in-state and out-of-state.

Another component of the GSL is the Auxiliary Loan Program designed to serve non-residents attending South Carolina institutions and former residents who are in the process of establishing residency in other states. This program made 3,606 loans totaling $6,834,153.

The PLUS program which is designed to provide low interest loans for parents of dependent undergraduate students attending in-state or out-of-state institutions awarded 689 loans totaling $1,812,850 in 1985-86 compared to 814 loans totaling $2,136,200 in 1986-87.

Advanced Placement

The Master Plan cited the following recommendations concerning the utilization of the College Board's Advanced Placement (AP) program:

1. that South Carolina high schools, singly or with others, offer all courses appropriate to the College Board's AP program so that all high school students who could benefit from and would choose to take such courses would have access to them; and

2. that all public postsecondary institutions formally subscribe to the AP program and allow full credit for AP courses passed by high school students with acceptable grades.

Since its inception in 1972, the State Department of Education, and the secondary schools have urged activity in the AP program. When the Master Plan was developed in 1979, South Carolina high school students earned 6,480 hours of college credit through AP. The amount of credit earned through AP in subsequent years has continued to spiral upward. In 1986-87, 51% of test-takers scored at the qualified level or above (3-5) on AP examinations, compared to 48% in the preceding year, according to a recent report released by the College Board. All senior public and private colleges with the exception of MUSC were designated to receive AP grades for students in the State. In addition, a significant number of two-year institutions, both public and private, were designated to receive AP grades. In 1985-86, a total of 70 school districts enrolled 7,312 students in AP courses. The number of school districts increased to 84 in 1986-87, and the number of students enrolled increased to 7,445. Current indicators project a continued increase in the total number of AP examination in the State in 1987, as compared to 1986.

A provision of the Education Improvement Act of 1984 states that "students successfully completing the Advanced Placement requirements shall receive Advanced Placement credit in postsecondary public colleges

in South Carolina in the manner specified by the Commission on Higher Education in conjunction with the State Board of Education."

In the 1984-85 year, the Commission's Academic Affairs Committee, with input from the State Board of Education, developed appropriate policy to implement this provision. This matter received final action by the Commission in 1985-86. With very few exceptions, all public institutions now award credit for a score of "3" on the College Board AP exams. Ten institutions offered institutes for high school teachers who instructed AP courses during 1986-87. Participating institutions were: Clemson University, The Citadel, Francis Marion College, Furman University, South Carolina State College, USC-Aiken, USC-Columbia, USC-Spartanburg, Winthrop College, and Wofford College.

SOUTH CAROLINA
HIGHER EDUCATION DESEGREGATION PLAN

The Commission on Higher Education began to implement a State-developed desegregation plan on July 1, 1986, following the expiration of a five-year federally mandated desegregation plan. The major goal of the State plan and the federally mandated plan is threefold: (1) to enhance the historically black public institutions of higher education (S.C. State College and Denmark Technical College), (2) to desegregate student enrollment, and (3) to desegregate faculty, staffs, and governing boards of higher education.

The specific goals of the State plan are:

1. to improve access to public institutions of higher education for black students;

2. to reduce any disparities that exist between the retention and graduation rates of black and white students enrolled at the traditionally white institutions;

3. to increase the number of other race students enrolled at the traditionally black institutions and the traditionally white institutions;

4. to promote equity and equal employment opportunities in the public institutions of higher education;

5. to maintain equitable representation of blacks on all governing boards of public institutions of higher education;

6. to maintain support for all of the accomplishments made as a result of previous enhancement efforts at South Carolina State College and Denmark Technical College; and

7. to continue enhancement measures deemed necessary to remedy problem situations that may continue in existence as vestiges of the former segregated system.

The State desegregation plan extends over a period of three years, 1986-87 through 1988-89. It is a blueprint for the policies and strategies that characterize conscious, on-going efforts to eliminate any vestiges of segregation which remain in the higher education system.

Table I shows the categories and amounts of authorized allocations in the 1986-87 fiscal year.

Table I
Desegregation Plan Budget - 1986-87

Category	Amount Authorized
Other Race Grants	$ 200,000
Graduate Incentive Fellowships	500,000
Grants for Institutional Recruitment and Retention Projects	400,000
Grants for Public School District Projects	50,000
Enhancement - S.C. State College	900,000
Enhancement - Denmark Technical College	100,000
TOTAL	$2,150,000

Table II shows projected and actual number and percent of black undergraduate students enrolled in public four-year traditionally white institutions in fall 1981 and fall 1985 and actual number and percent of black undergraduate students enrolled in fall 1986.

Table III displays the number of full-time white, black, other, and total full-time faculty at South Carolina public colleges and universities.

Table II
Projected and Actual Number and Percent
of Black Undergraduate Students Enrolled in Public Four-Year
Institutions, Fall 1981, 1985, and 1986

	1981				1985				1986		
	Projected	Actual			Projected	Actual			Actual	Total	
	%	%	Total	No. Black	%	%	Total	No. Black	%		No. Black
The Citadel	6.3	4.0	2,476	98	12.5	5.9	2,289	134	7.0	2,449	172
Clemson University	2.8	2.5	9,918	243	6.1	5.4	10,434	559	5.7	10,360	591
College of Charleston	6.0	6.6	4,931	323	9.5	7.1	4,949	349	7.1	5,145	366
Francis Marion	14.0	10.7	2,441	261	20.0	14.4	3,067	442	14.6	3,155	461
Lander	15.0	14.6	1,825	267	16.1	21.1	2,246	473	18.5	2,227	413
Medical Univ. of S.C.	3.5	5.9	694	41	5.5	6.9	861	59	7.5	877	66
USC-Columbia	14.6	14.6	18,245	2,669	16.2	14.5	15,089	2,194	13.9	14,551	2,027
USC-Aiken	15.1	14.6	1,743	254	15.5	14.9	2,071	308	12.3	2,068	254
USC-Coastal	7.5	7.9	2,374	187	7.9	7.3	2,898	212	7.6	3,176	242
USC-Spartanburg	8.4	9.1	2,607	237	8.8	10.1	2,955	299	10.3	2,956	304
Winthrop	15.1	14.0	4,079	572	16.9	14.8	4,133	612	16.0	4,309	689
TOTAL	10.6	10.0	51,333	5,152	13.0	11.1	50,992	5,641	10.9	51,273	5,585

Source: Higher Education Statistical Abstract, South Carolina Commission on Higher Education

Table III
Full-Time Faculty at S. C. Public
Colleges and Universities
Fall 1986

Institution	Male				Female				Total
	W	B	O	T	W	B	O	T	T
4 Year Institutions									
The Citadel	166	1	1	168	7	0	1	8	176
Clemson	756	11	33	800	147	8	4	159	959
Coll. of Charleston	161	6	4	171	68	3	0	71	242
Francis Marion	89	4	3	96	33	2	1	36	132
Lander	62	5	5	72	38	4	3	45	117
Medical University	416	2	26	444	165	2	6	173	617
S.C. State	32	100	21	153	9	81	3	93	246
USC-Columbia	958	18	57	1,033	332	10	14	356	1,389
USC-Aiken	56	2	3	61	39	4	2	45	106
USC-Coastal	80	1	1	82	40	1	0	41	123
USC-Spartanburg	64	3	2	69	60	4	1	65	134
Winthrop	147	5	7	159	95	6	0	101	260
Subtotal	2,987	158	163	3,308	1,033	125	35	1,193	4,501
2 Year Regional Campuses									
USC-Beaufort	13	0	1	14	4	0	1	5	19
USC-Lancaster	20	0	0	20	8	1	0	9	29
USC-Salkehatchie	12	0	0	12	6	0	0	6	18
USC-Sumter	25	0	0	25	9	2	0	11	36
USC-Union	8	0	0	8	6	1	0	7	15
Subtotal	78	0	1	79	33	4	1	38	117
Technical Colleges									
Aiken	33	1	2	36	14	1	0	15	51
Beaufort	14	4	0	18	11	4	0	15	33
Chesterfield-Marlboro	14	0	0	14	0	0	0	0	14
Denmark	2	19	4	25	1	11	0	12	37
Florence-Darlington	N/A				N/A				N/A
Greenville	98	3	3	104	79	8	0	87	191
Horry-Georgetown	33	0	0	33	19	1	0	20	53
Midlands	91	8	4	103	90	12	0	102	205
Orangeburg-Calhoun	30	2	0	135	28	4	0	32	167
Piedmont	43	1	1	77	20	1	1	22	99
Spartanburg	36	0	0	81	27	3	0	30	111
Sumter	26	0	0	62	24	3	0	27	89
Tri-County	47	4	1	78	29	1	1	31	109
Trident	72	2	0	126	41	9	1	51	177
Williamsburg	8	4	0	86	5	0	0	5	91
York	24	1	0	37	11	0	1	12	49
Subtotal	571	49	15	635	399	58	4	461	1,476
TOTAL	3,636	207	179	4,022	1,465	187	40	1,692	6,094

Source: Higher Education Staff Information (EEO-6)

LICENSING NON-PUBLIC INSTITUTIONS

S.C. Act 201 (1977) provides that the Commission on Higher Education "shall be the sole authority for licensing non-public educational institutions established in [South Carolina] or elsewhere to operate in or confer degrees in [South Carolina]." The law provides a penalty of up to $5,000 for each degree granted in willful violation and up to $15,000 against a person who violates an injunction restraining and preventing violations of the Act.

The Act provides that an institution established in South Carolina and accredited by an association or organization recognized by the Council on Postsecondary Accreditation or which is approved for teacher certification by the State Board of Education shall be considered as meeting standards for licensing. The Act exempts any institution chartered by the Secretary of State before 1953, Bible institutions, and theological schools. A provision which had exempted colleges of chiropractic was eliminated by Act 307 of 1980. The 1986 General Assembly further amended the licensure law by adding provisions for licensure to be program specific and site specific. In addition, the 1986 amendment provided for the Commission to deny licensure of any program if that program adversely affects the goals of the Commission's plan to eliminate segregation in public institutions of higher education.

During the period July 1, 1986, through June 30, 1987, the Commission on Higher Education granted licenses to three non-public institutions to operate in or award degrees in South Carolina.

Institution	Date Licensed	Type of License	Degree Level
Webster University (St. Louis, Missouri)	1/8/87	Regular	Master's
American Management College, Inc. (Spartanburg)	5/7/87	Provisional (through 12/31/88)	Baccalaureate
University of Maryland	5/7/87	Regular	Baccalaureate

COMPUTER ADVISORY COMMITTEE

The Computer Advisory Committee, initiated and sponsored by the Commission on Higher Education, has been in existence since 1969. The Committee is composed primarily of the computer center directors of the public senior colleges and universities and of the State Board for Technical and Comprehensive Education, chaired by the Commission's Associate Director for Financial Affairs.

The Committee is a coordinating, rather than a controlling, agency for computer usage, functioning primarily as a body to improve communications among the State's universities and colleges, both public and private. In particular, its role is (1) to provide a forum for regular discussion of mutual problems, (2) to communicate the needs of institutions and advise the Commission on all computer-related matters, (3) to review and recommend refinements in software, and (4) to encourage mutual cooperation among institutions in such areas as development of compatible programs and data formats, coordination of long-range plans, and study of joint computer facilities and systems.

The Computer Advisory Committee continues to hold regular meetings, usually at the Commission's Columbia office but sometimes at one of the institutions in order to observe computer developments on the site. A representative of the South Carolina private college sector is regularly invited to meetings of the Committee to provide liaison with those institutions.

FACILITIES

Facilities Information System

The Commission on Higher Education maintains a comprehensive State-level facilities information system which meets the requirements of facilities inventory and classification procedures of the U.S. Department of Education and of the Commission's Management Information System. The State-level facilities information system, designed to be helpful to postsecondary institutions in the State in assessing facilities requirements and in making space management decisions, was developed:

1. to compile facilities data;
2. to eliminate duplicative facilities data collection;
3. to permit completion of State and federal facilities reports at the State level;
4. to require the collection of minimal facilities data for updating purposes on an annual basis;
5. to improve compatibility with other postsecondary information systems;
6. to prepare special facilities reports and report formats for institutional planning; and
7. to permit publication of a single facilities procedures manual, updated on a regular basis by the Commission on Higher Education.

The Commission issues periodic reports on facilities at postsecondary institutions in the State to aid institutions and the State in assessing facilities requirements and in making space management decisions.

Rehabilitation and Maintenance of Campus Facilities

The Master Plan committed the Commission on Higher Education to work toward bringing all campus facilities to at least a "satisfactory" standard as defined in the Commission's Building Quality Evaluation Procedures Manual, and then to ensure that this standard is maintained.

According to policies and procedures recommended by the Commission and adopted in 1983 by the Joint Bond Reveiw Committee and the Budget and Control Board, Annual Permanent Improvement Plans are submitted by the public colleges and universities for Commission approval prior to submission to the Budget and Control Board and the Joint Bond Review Committee.

Federally Funded Programs

The Commission on Higher Education is the agency designated to administer certain federal programs authorized by the Higher Education Act of 1965, as amended, including the Community Service and Continuing Education Program (Title I), the Undergraduate Instructional Equipment Program (Title VI-A), and the Construction of Undergraduate Academic Facilities Program (Title VII-A). Each of the programs is administered as a State operation under a State Plan adopted by the Commission on Higher Education and approved by the U.S. Department of Education.

No funds were appropriated for these federal programs for fiscal year 1985-86.

STATE APPROPRIATIONS FOR COLLEGES AND UNIVERSITIES

The Commission on Higher Education receives and reviews appropriation requests from nine public senior colleges and universities, including the Medical University's hospital, clinics, and Statewide public service activities, and the three four-year and five two-year branch campuses of the University of South Carolina. In line with the General Assembly's mandate, the Commission's review places primary emphasis on appropriation requests as computed by an appropriation formula developed by the colleges and universities and the Commission. It provides for equitable sharing of State support for South Carolina's public colleges and universities. Realistic appropriations are computed impartially by using actual enrollments, proven student/faculty ratios, uniform salary assumptions, and justifiable average percentages to cover the agreed programs (instruction, research, public service, etc.) of the institutions. The appropriation formula is reviewed annually and faculty salary averages, student/faculty ratios, and hourly wages are updated. A copy of the current appropriation formula is available upon request.

The recommendations of the Commission for 1987-88 and actual appropriations are shown below:

	1986-87 Appropriation	1987-88 Formula Calculation Adjusted For Pay Increases	Total 1987-88 Appropriation
The Citadel	$11,892,130	$13,374,928	$11,832,827
S.C. State	16,801,965	19,487,023	17,278,842
Winthrop	15,806,878	18,753,683	16,588,310
College of Charleston	16,223,382	18,661,396	16,510,407
Francis Marion	9,178,109	10,764,683	9,519,301
Lander	6,870,360	7,667,800	6,781,752
USC-Aiken	5,286,440	6,077,686	5,373,065
USC-Coastal	6,782,207	8,417,029	7,437,183
USC-Spartanburg	6,695,531	7,887,392	6,974,228
USC-Beaufort	943,544	1,282,864	1,133,542
USC-Lancaster	1,699,126	2,029,087	1,792,772
USC-Salkehatchie	1,107,500	1,250,972	1,105,450
USC-Sumter	2,400,902	2,863,086	2,530,917
USC-Union	654,828	840,114	743,333
USC-Columbia	100,837,367	118,351,832	104,700,248
USC School of Medicine	12,610,246	16,111,791	14,244,055
Clemson	58,916,743	66,890,783	59,160,997
MUSC-Academic	66,739,806	77,261,431	68,361,963
MUSC-Hospital	11,273,154	14,551,164	13,153,803
MUSC-Statewide Programs	12,853,369	14,513,768	12,807,275
Total Public Sr. Colleges & Universities	$365,573,587	$427,038,512	$378,030,270

SUMMARY OF FISCAL YEAR 1986-87 EXPENDITURES
OF THE COMMISSION ON HIGHER EDUCATION

The expenditures of the Commission on Higher Education are listed under three headings: Administration (operating expenses of the Commission), Service Programs (coordinated by the Commission) and South Carolina Plan for Equity and Equal Opportunity in the Public Institutions of Higher Education 1986-87 and Beyond (coordinated by the Commission). Attention is called to the fact that 41% of total expenditures directly supported education activities other than those of the Commission. None of these flow-through funds was expended on operating expenses.

		1986-87
I.	ADMINISTRATION (Operating Expenses)	
	1. Personal Services (salaries, including employer contributions)	$ 848,174
	2. Other Operating Expenses	456,418
	TOTAL ADMINISTRATION	$1,304,592
II.	SERVICE PROGRAMS	
	1. Southern Regional Education Board	
	Contract Payments	$ 621,333
	Small Grants	14,000
	State Grants	3,750
	Fees and Assessments	100,000
	Arts Program	11,977
	2. Centers of Excellence	41,411
	3. Education Economic Security Act Grants	161,631
	TOTAL SERVICE PROGRAMS	$ 954,102
III.	S.C. PLAN FOR EQUITY AND EQUAL OPPORTUNITY	
	1. Public School District Projects	50,000
	TOTAL, Commission on Higher Education	$2,308,694
IV.	SOURCE OF FUNDS	
	1. State Appropriations	$2,147,063
	2. Federal Funds	161,631
	TOTAL FUNDS	$2,308,694

CAPITAL FUNDS PROVIDED BY THE S.C. GENERAL ASSEMBLY FOR THE PUBLIC COLLEGES AND UNIVERSITIES[1]

	1968-1982[4]	1983[4]	1984[4]	1985[4]	1986	1987[5]	Total
Clemson	$44,947,815[3]	-	-	-	$15,504,534	-	$60,452,349
USC-Columbia	80,521,100	-	-	-	6,000,000	-	86,521,100
Sub-Total	125,468,915	-	-	-	21,504,534	-	146,973,449
Citadel	13,342,696[2,3]	-	$360,000	-	9,083,789	-	22,786,485
College of Charleston	30,994,000	-	4,800,000	-	5,900,000	-	41,694,000
Francis Marion	20,216,700[3]	-	-	-	3,472,000	-	23,688,700
Lander	17,950,100[3]	-	989,740	-	10,027,000	-	28,966,840
S.C. State	18,400,000[2]	-	-	-	-	-	18,400,000
Winthrop	12,977,250	-	-	-	3,558,000	-	16,535,250
Sub-Total	113,880,746	-	6,149,740	-	32,040,789	-	152,071,275
USC-Aiken	7,792,000	-	-	-	7,400,000	-	15,192,000
USC-Coastal	10,089,203	-	-	-	1,800,000	-	11,889,203
USC-Spartanburg	10,713,500	-	-	-	6,600,000	-	17,313,500
USC-Two-Year	5,668,100	-	-	-	5,241,000	-	10,909,100
Sub-Total	34,262,803	-	-	-	21,041,000	-	55,303,803
MUSC	65,365,337	-	-	-	8,500,000	-	73,865,337
SBTCE	46,914,543	-	700,000	-	13,618,892	-	61,233,435
Total	$385,892,344	-	$6,849,740	-	$96,705,215	-	$489,447,299

[1] All funds were provided by the Capital Improvement Bonds Act, Act No. 1377, 1968 as amended, except direct appropriations of $8,047,955 provided by Act 354, 1973 and $6,157,740 provided by Acts 479 and 512.

[2] Winthrop must repay $3,120,000 provided in 1979 and The Citadel $400,000 provided in 1980 through a seat tax on Athletic Facilities.

[3] Projects authorized in Act 179 of 1981 with a proviso requiring the Budget and Control Board to reduce the Capital Improvement Bonds authorized by any capability to issue Institution (Tuition) Bonds and by any surplus debt service funds.

[4] The Capital Improvement Bond Act was not amended in 1982, 1983, 1984, 1985 or 1987.

[5] As of 9/15/87.

Source: Budget and Control Board, Gold Book.

COMMISSION PUBLICATIONS

The Commission on Higher Education published the following documents during the fiscal year ending June 30, 1987:

Fall 1986	Inventory of Academic Degree Programs in South Carolina, Twelfth Edition
Fall 1986	Higher Education Forum, Vol. 1, No. 1
January 1987	The Cutting Edge: Higher Education's Initiatives for Excellence
January 1987	The Cutting Edge: Higher Education's Initiatives for Excellence (summary)
January 1987	Annual Report of the South Carolina Commission on Higher Education
May 1987	Higher Education Forum, Vol. 2, No. 1
May 1987	Higher Education Statistical Abstract, Ninth Edition
May 1987	Response to the U.S. Department of Education's Office for Civil Rights Proposed Factual Report on South Carolina's Higher Education Desegregation Plan